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ABSTRACT

Libraries and information centers are rapidly becoming an integral part of American Indian life. Individuals, organizations, and tribes are recognizing that libraries and the information services they offer are necessary to meet Indian goals. Eleven guides have been developed to provide initial direction and alternatives to those planning or developing Indian library and information systems. However, before making any decision in the establishment or expansion of a library program, the library's role in meeting the community's information needs must be defined. Guide 9 of the series disucsses the assessment of information needs in the Indian community. Topics discussed are: (1) information needed; (2) collection of community information; and (3) methods of informational needs assessment. (NQ)

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Assessing Indian Needs

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by

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PREFACE

Libraries and information centers are rapidly becoming an integral part of Indian life. Individuals, organizations, and tribes have come to the decision that libraries and the information services that they offer are necessary to meet Indian goals. These goals may vary widely, from improved access to education, cultural information, information on available social services, to leisure reading. They are all based in a component or institution designed to process information - a library.

As yet, only limited resources are available to meet this fast growing demand. Funding must usually be garnered from other programs. Professionally qualified Indian librarians and trained Indian technicians are in critically short supply. Books and other informational resources still contain racist information. Experience in developing programs and services which meet the local community's needs is slight. Specific sensitivity to Indian ways and alternatives is just developing as library and information services develop in Indian communities.

The purpose of these guides is to provide initial direction and provide alternatives to those planning or engaged in developing Indian library and information systems. Each guide discusses basic policies, initial steps, or discreet activities that appear to be essential to successful Indian library service. Each guide gives the reader basic direction and alternatives for development in his locale.

The reader is strongly advised to recognize these guides for what they are - ideas and programs that have been successful in the communities where they are used. They will not solve all the problems of Indian library service. They will provide the reader with some ideas, programs, and concepts to be considered in light of informational needs in the specific Indian community to be served.

Three basic types of information are presented in the guides: societal coping skills, basic considerations for implementation; and descriptions of services unique or critical to Indian libraries. These guides are supplemented by the Appalachian Adult Education Center's, Library Service Guides. The excellent Appalachian guides deal primarily with services in small communities.

Coping skills are given in two guides, (#'s 1 and 2). Organization and implementation will be discussed in five of the guides (#0,3,9,10, & 11) which cover: funding, organization, assessing needs, materials selection, and training. Five guides will discuss services unique or critical to Indian Library Service (#4,5,6,7, & 8). These guides cover: cataloging, urban services, adult education, program elements, and information services.

Charles Townley, Editor

ED108787

Assessing Information Needs in Indian Communities

Elizabeth Whiteman Runs Him

Guide 9

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I. DEFINITION OF TERMS

Informational Needs and Resources. Knowledge, data, facts, materials, knowledge of services, programs, and activities which may or may not be available to individuals.

Informational Needs Assessment. A study conducted to find out what information is required by residents of a given area or community. Knowledge, data, facts, materials, information about local services, programs, and activities. A needs assessment is a study conducted to determine what a community's needs are and what information resources might be available.

Indian Community. A localized group of individuals living in a common area. This localized body of people recognize themselves and/or are recognized by others as being American Indian people.

II. STATEMENT OF THE PROBLEM

A. Why Should You Have An Informational Needs Assessment?

1. General Background of the Problem:

In order to begin making any decision in the establishment or expansion of a library program in your community, you must first be able to define and understand the role your library program can play in meeting the informational needs of the community. It has often been the case that a library staff will remain in their library quarters and will make decisions without consulting anyone not in the library profession. These decisions vary, of course, depending on the resources available to the library program and depending on the priorities which the library staff has determined for their program. However, it has been shown that in minority communities, and specifically, Indian communities, the development of library programming which serves the informational needs of Indian people is very inadequate. (It is the contention of this writer that informational needs of Indian communities are not being met because of a failure to conduct a thorough and extensive informational needs assessment in the Indian community for which library services are being developed and/or expanded.) Previous experience in identifying informational needs of minority people, specifically Indian people, has shown that meaningful Indian involvement in the development and implementation of an assessment study would be more acceptable and would produce meaningful and relevant informational programming in the Indian community.

2. Specific Reasons for an Informational Needs Assessment:

An informational needs assessment will identify who you are now serving and for whom you need to expand your services. An assessment will also help you to identify gaps in your library

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services, programs, and materials for the total Indian community in which you wish to develop or expand library services.

1. You must determine whom you are now serving. It is a well documented fact that public libraries and most private libraries serve only one-third of the children and merely one-tenth of all adults in any given community. The Library and Technology Bureau of the United States Office of Education recognizes that similar statistics in minority communities, specifically Indian communities, are much higher.

2. You must determine areas in which your services are not now addressed or are not adequate.

3. The assessment study is necessary in order to enable you to learn more about the people in your community. This information will assist you in identifying the types of materials, print and non-print, which they may want and which they can use.

4. In order to make decisions about your services, you must also be aware of the services and materials which are currently available from other programs, organizations, and institutions in your area. You must be able to determine their use and adopt or modify your programming to insure supplementing their efforts and not duplicating them.

5. Complementing the above item, it will be necessary for you to identify resources which other groups, programs, or individuals might wish to share with your library.

6. By getting out into the community to conduct your study or survey, you will be able to talk with members of your community, other organizations, and programs. You can effectively inform the community and increase their awareness of your services, programs, materials and facilities.

Thus, when you conduct an informational needs assessment, you will be able to determine not only the informational needs but also the informational resources available in your community. This information will then help you determine the kinds of library services, materials and programs the community needs and wants.

B. What Information Is Needed?

1. The National Indian Education Association's Areas of Concern:

The National Indian Education Association's Library Project identified eleven areas of concern as to the informational needs of Indian people:

Family Life: The Indian family has been threatened by federal Indian policies and intense social problems. A clear understanding of family life styles, individual roles and relation-

ships can assist in promoting Indian family solidarity. What services and or information is necessary to help meet these needs?

American Indian Culture: Indian culture has not been preserved in a written literary tradition, the written record of the Anglo society has presented a negatively biased image of Indians in American life. What kinds of art and other materials are needed?

The American Indian in Urban Society: Indian people are part of the trend toward urbanism in the United States. Indian people need to anticipate the effect of urban settings on their life styles and the adjustments they must make. What information regarding living conditions for Indians in urban areas is available?

Service Agencies: Indian people continue to suffer hardships because they are unaware of available help and resources. What information in regards to service agencies is necessary in order to try to affect the quality of life in the Indian community?

Legal and Civil Rights: Indian people are often oppressed individually and collectively because they lack access to legal and civil rights information. What information would be helpful regarding legal actions and civil rights? Where is this information currently and how accessible is it?

Recreation: Unemployment, underemployment, isolation, and other factors present special problems in the utilization of leisure time in the Indian community. Indian people need to be aware of the many and varied recreational options available to them. What are these options and how accessible are they to Indian people?

Consumer Information: Indian communities have traditionally been consumer-oriented rather than production-oriented. Knowledge and understanding of the basic consumption processes will assist Indian communities in determining alternatives to maximize their effectiveness.

Occupations and Vocations: Economic growth and employment opportunities will continue to affect Indian communities and the need to know of these opportunities has implications for them. What information regarding occupations and vocations is currently available and where is it?

Academic Disciplines: Indian people need access to a variety of educational media in order to meet their need to know a variety of information and skills and also to supplement and provide enrichment to the formal educational process.

Health and Safety: Indians have a documented history of problems in the areas of health and safety which could be reduced

by the availability and utilization of appropriate specialized knowledge. In order to provide for this informational need a library program must determine what is available in the area of personal and community health and safety and where it is available.

Contemporary Events: Very often, because of isolation and lack of resources, Indian communities do not have access to information related to contemporary happenings. Often, when the community does receive this information, it is well behind times. The library program must ascertain what information to contemporary events is available and determine their role in making this information accessible.

Of concern also would be what social, economic and geographic characteristics of the reservation area would have a bearing on the type of library informational services and delivery mechanisms necessary to meet the identified needs.

2. What Community Information Should you Collect?:

There is a great deal of demographic information which you should collect in order to determine the most feasible assessment study. This information will help to define and/or explain possible needs, program material, information and direction.

a. What is the population of your community?

b. What is the tribal composition of your community?

c. What is/are the languages spoken in your community?

d. What are the age group concentrations?

e. What are the educational levels of your adults?

f. What are the economic levels in your community-what is the concentration?

g. What are the businesses and industries?

h. What career training programs exist?

i. What are the cultural activities in your community?

j. What social and service clubs exist?

k. What educational opportunities are available?

l. What community resources are available as related to recreation, social services, media, transportation?

m. What is the tribal political complexion and organiza-

tion?

Once you have answered these questions, you will be able to identify areas of need and will be able to assess your library program in terms of meeting the identified needs. You will then be able to define ways in which you can address the needs. Some examples would be: a) you have a large concentration of your population with less than a high school education (adult) and very little educational opportunities. Your library could secure and make available some information on the GED program, perhaps even arrange to have GED courses offered in the library; b) there is a great deal of social activity in your community yet there is limited media resources. Your library could gather activity information, produce a community activities calendar and circulate it regularly; c) the Crow and Cheyenne languages are spoken a great deal in your community yet there is little or no material available in these languages. Your library could secure audio-visual materials in these languages, perhaps attempt to offer language classes with native speaking instructors.

This collection of information about your community can help you make decisions on expanding your library services. You can compare your existing services, programs and materials with what is needed.

C. Where Can This Information Be Found?

The place where you will find this information is in your community. Remember, the definition of the community is comprehensive and inclusive; individuals, programs, organizations, institutions, service agencies, and schools. As indicated earlier, many library programs are planned according to priorities established by the staff of the library without going into the community to determine if, indeed, those are the community's priorities. Regardless of whether your library staff is Indian or non-Indian, it is still impossible to define the informational needs of your community without assessing your community to find out:

1. From individuals, elementary and secondary students, college and post high school students, adults.

2. From organizations and program staff. There are many groups in the community which you must include in your study. Some examples include the Indian Community Action Program, Title IV programs, local education associations, local cultural programs, etc.

3. From service agency heads such as the County Extension Agents, Community Health Representatives, Bureau of Indian Affairs' Social Service Director, etc.

4. Local government officials and community leaders such as your tribal officials, educational committees, city and county officials, service clubs, etc.

These individuals, organizations, groups, programs, and institutions can provide you with the type of data you need. In some instances, some organizations and service agencies have information in their files which could be of use to you. As an example, studies may have been conducted of the community which would provide some community statistics as to economics, education, etc.

D. How Can This Information Be Found?

Quite simply, you must conduct a study. Foremost however, there must be a thorough study to determine what studies already exist or if similar information is available which you seek. It is very possible that some similar studies have already been conducted for various reasons. If you first canvass your community to determine if any such information exists, then your work will be that much easier.

What kind of assessment you conduct is dependent on several factors:

1. Your staff capabilities;
2. Your financial resources;
3. How much information you have determined is available and how much you have already collected;
4. The degree of rapport you have established with other programs, agencies, or organizations and subsequently how much support and cooperation you can expect.

You must be able to determine that the cost of your assessment is not excessive to the point that it exceeds the benefits to be gained from it.

There are several processes by which you may secure information. These processes vary in funds and staff time required. To begin with however, you must be sure to carefully study options available to you and select the one most compatible to your means and to the size of your community. You must also determine your assessment process to the community. It is recommended that an advisory committee composed of community members, namely representatives of each group defined as composites of your total community membership be established. If this advisory group works with you to identify an assessment process which would be productive in your community then you can proceed with confidence that the informational needs of your community can be determined.

Information can be secured in a variety of ways, foremost of which would be a comprehensive community survey. This pro-

cess would require you to secure information through some type of survey form such as a questionnaire. Questionnaires can be completed on an individual basis (face to face, on the telephone, through the mail), in a large group (each individual completing the form individually), or collectively with your respondent group providing consensus answers. Your community survey would also require collections of demographic data.

It is important to be aware of the fact that your costs/benefits become even more difficult to gauge as the number of interviews increase. The size of your sample population and the extent of your target areas will play a large part in determining your cost factor.

III. A COMMUNITY SURVEY - ONE OPTION

A. The Instrument

1. Construction - In order to collect the data necessary, you must clearly define the research questions for which you seek answers in your survey. Samples of questions have been suggested in the earlier section on NIEA Areas of Concern as well as the community informational needs suggestions. Your community consists of elementary students, secondary level students and adults. It is suggested that survey instruments be developed for these three main respondent groups according to your defined research questions. These instruments furthermore, should be addressed to elementary and secondary teaching staff to gather data on their perceptions of student informational needs. Therefore, it is proposed instruments be designed for the following respondent groups:

a. Elementary level student information needs,

b. Secondary level students and out of school youth,

c. Elementary level teachers,

d. Secondary level teachers,

e. Adult information needs.

It is further suggested that an inventory of your library and your community be conducted, therefore some type of checklist must be developed. Within each of your defined informational needs categories (e.g. American Indian Culture) you will need to construct relevant questions. If you determine that there will be ten informational needs categories, your survey instruments should each contain ten categorical sections. Each section (e.g. American Indian Culture) should have an adequate number of questions (e.g. Are you interested in learning about other tribal groups-their history, customs, language? Have you ever studied about other tribal groups?) The questions would provide an evaluation of the informational needs in that category. It will be necessary to modify each respondent groups survey form in

order to meet the comprehension level and specialized needs of each group. For example, the questions will be slightly different for adults and for elementary students. You must also consider whether English language is the dominant language or whether it will be necessary to translate your survey questions into an appropriate native language in order to maximize comprehension.

In constructing your instruments you must be aware of possibilities of surveying individuals who cannot or will not read and write. Construction must allow for oral administration and oral response. In addition, it is cautioned that measures be taken to insure confidentiality and to avoid invasion of privacy. It would be advisable to have your interview schedule and survey items written by Indian people to insure sensitivity to the feelings of Indian people. You must avoid personal questions not directly related to informational needs. You should avoid any personal identification of the respondents.

2. Validation - It is suggested that pilot studies be conducted for each respondent group survey form. You will be able to determine the degree of validity by comparing the degree of congruence with the sample group. In addition, the research staff should present the survey forms to your advisory group and other individuals in the community who would have extensive experience with problems of informational accessibility in Indian communities.

3. Approval by Community - In retrospect, you should have the community's approval of your survey procedure and process long before you are ready to administer your instruments if you have utilized an advisory committee as suggested. Not only can you maintain on-going communication and hopefully eventual process approval but your committee will be able to share their personal experiences with informational accessibility problems with your staff which would contribute a great deal to your instrument construction and validation.

B. Administration

1. Selection of random sample - Your respondent groups have been identified as elementary students, secondary and out of school youth, and adults, with two additional groups encompassing elementary and secondary teachers reflecting their perception of their student's informational needs. Your framework for selection of random samples must necessarily be drawn from the total student and adult population. It is advisable to utilize the most current community census in order to identify your adult population while the total student population can be identified by school enrollment.

In selecting your adult sample, a table of random numbers could be employed to select 10% of the adult population. It is recommended that an additional replacement pool numbering at least 5% of the total selected population also be randomly chosen

to be used if the originally selected adults are not available.

It is suggested that all attempts be made to survey as many students as possible in the elementary and secondary school in your community. Therefore, it is necessary to obtain the cooperation of your local schools administration. A timetable must be devised to insure the students are surveyed during a high attendance period. It is suggested also that all available teaching staff be so surveyed. Provisions should also be made for communities that do not maintain a local high school. There are many communities that must send their secondary students out of the community either daily or weekly to attend school. It is necessary to devise interview schedules and identification procedures to insure inclusion of data from this group.

2. Administering the Instrument - In order to insure objective and uniform data collection, it is very important to train the interviewers. They should be Indian, they should thoroughly understand all aspects of the survey form and they must practice administering the survey form and filling out the answer sheets. In order to insure uniform data collection you should train all interviewers together, if possible, otherwise be sure to train all with the same procedure. Each interviewer should follow identical administration procedures, each giving identical directions according to the respondent group. It would be wise to print an administration procedure sheet for each interviewer to refer to during each survey administration session.

Your library inventory should be very comprehensive indicating not only those materials, programs, services, and facilities available but also the extent of their applicability and the utilization by the community--students and adults. You can get much of this information in your records.

Your community inventory will determine the organizations, groups, agencies, programs, the economics, total population, education level, recreation, health, safety, welfare facilities and programs, other community services, etc. This inventory is very comprehensive, so pay close attention. Many of the specific individualized concerns of agency heads, etc., will come out in the adult interview so you need not be concerned with that informational need in this inventory.

3. Collecting the Results - It will be necessary to define your data collection timetable. You will be able to conduct your community and library inventory prior to the administration of your survey forms to your respondent groups. However, you must establish survey dates with school administrators well in advance of the actual survey. It is recommended that follow-up dates be selected also in the event that the absentee rate was exceptionally high. The number of days interviewing will be dependent on the size of your interviewing staff in relation to the student population.

Your adult survey will be necessarily time consuming. You

must contact all the randomly selected individuals, explain your project in detail, secure the individual's consent to be interviewed and then determine a date, time and place for the interview. The logistics for the time, such as evening, will need to be worked out with your interview staff. You must consider and allow for the working adult and the limitations of time.

Every effort must be made to contact each selected adult. When the names of all selected adults have been exhausted and the necessary number of respondents is not sufficient, then it will be necessary to take names from your randomly selected pool. Do set time limits of a certain amount of weeks to gather your data. Your time frame will be dependent on the size of your community, the isolation of home areas, etc. Your data could become unreliable if the collection is prolonged unduly.

4. Compensation - Dependent on the process of conducting your assessment study, you might consider compensation for community interviewers. Your assessment study could be very intense and you might have to hire additional part-time assistance to conduct your field work. It would be necessary to determine a realistic method of compensation, by the hour, by the interview and etc.

There is another compensation consideration in the adult survey. In order to insure cooperation of the adult sample, it might be a wise investment to provide a nominal compensation to each adult participating in the study. The amount of the compensation will be dependent on your financial resources. However, the investment would be wise. Realistically, it would be an imposition to ask for an hour of an individual's free time for an interview, and it would only be logical foresight to arrange for some type of compensation. The realistic compensation amount can be determined with your advisory committee.

C. Analyzing and Reporting the Results

1. Organization - Because of the comprehensive nature of the community informational needs assessment, you should consider the utilization of electronic data processing. However, the cost can be high when computer facilities are not readily available. Your only alternative is to develop a set of charts in order to tally the questionnaire results.

An analysis of data will provide a program defining number and percent of responses for all items in each category. The distribution of responses can be tabulated for each category in each questionnaire and adult interview schedule. Average weighted responses can be calculated for each category by instrument to obtain priority ranking by category for each respondent group. You will be able to interpret your data in such a way that needs can be identified clearly, based on answer ratings to the informational questions.

Once you have computerized or in some systematic way, orga-

nized your data you will be able to analyze the results based on rating scales and therefore determine informational needs. If your questions necessitate answers by rating one to five, the higher the numerical rating, the more the interest or need. This process will thus enable you to analyze your data in such a way that the informational needs will be evident.

2. Analysis and Reporting - Your reporting procedure will enable you to determine your priorities for developing and/or expanding your library programming. You will be analyzing all data from the respondent groups to the community and library inventories. You will be able to determine who you are serving, whom you should be serving, what gaps in your materials, programs, services, and/or facilities exist. You are in a position to make decisions and implement your expanded program.

Do not forget your advisory committee. They could be very important in the decision-making process. Their recommendations in reaction to the analyzed data could be very important and you must not ignore them at this critical stage.

IV. OTHER INFORMATIONAL NEEDS ASSESSMENT METHODS

A. Interviewing Social Service and Related Agencies

The cost factor of a needs assessment must play an important role in the decision making process of determining how much you can do. Ideally, you should take advantage of each and every opportunity to gather information. Unfortunately, however, most programs cannot afford to do so. You might opt to only do a limited community survey, determining on a sample basis individual perceptions of informational needs. However, if you have the opportunity to expand your study, the following informational methods are recommended.

In most Indian communities, there are quite a number of social service and related agencies. Due to the nature of their programs, social services personnel are often in close communication with many members of the community. Thus, these people should be aware of some informational needs of their clients and their families.

You could devise a uniform interview form which would elicit some of the following:

1. What is the nature of their social services?
2. What is the mechanism for delivery of services?
3. What is the extent of their clientele?
4. Are there any related services which could be offered through a local informational/media center?
5. What informational materials does your agency distribute

that could become a part of the library's collection?

6. Have the social service agents perceived any special informational needs of their clients?

If you have an on-going program, you might provide a list of the current library services of your library and ask which services would be of use to that individual or to the agencies clients.

The nature of your responses will require much record keeping. You should limit your interview questions as most will require lengthy answers and you must also be prepared to handle a great deal of paper work. However, if your interview staff is limited, then your interviews will be more uniform. In addition, it will be easier for your interviewers to delineate composites of the interviews which directly relate to the scope of the study.

B. Questionnaires for the Local Officials in Responsible Positions

If your community is in a reservation area, your immediate concern would focus on the tribal leaders, traditional and elected. Your areas of concern are:

1. To determine what the tribal leaders perceive as problems in communication in the community. Problems in communication could be defined as failure to receive information and inadequacy to disseminate information.

2. What specific problems might exist for individuals as related to the utilization of and participation in community services, programs, and activities.

3. What specific informational needs could be identified for tribal leaders?

4. What are perceived as critical areas related to the informational needs of tribal people?

5. What library programming is of use to tribal leaders?

6. Are there any tribal studies available which might be of value in determining areas of informational need?

C. Community Interviews, Individual and Group

Individual interviews will be secured in your community survey. However, if you are unable to conduct the comprehensive community survey, you may opt to only randomly interview individual members eliminating services, programs, schools, etc. You would be seeking the same information utilizing the same process as identified in Section III. However, the data will be limited to your community inventory, library inventory, and individual responses.

If your study is limited to these three data sources, you should conduct group interviews if possible. Most tribal groups do have regular reservation, district and/or community meetings and gatherings. Or, there often is an opportunity available to Indian people to call a meeting, be it by poster, mailed print out, radio, newspaper, or the moccasin telegraph. However possible, get together groups of people and explain your program and what you want to do. Ask them what their informational needs are. If you choose to establish a set of "research" question areas as discussed in Section III you could go over them orally and ask the group to respond to each collectively. However, if your group is large, you will have difficulty eliciting response. If possible keep your groups small enough to allow group discussion.

If you anticipate many group meetings, it is recommended that a uniform data sheet be developed and the Indian interviewers be prepared to conduct and participate in the meetings in a standard manner.

Many of the questions posed to tribal leaders should be included in these interviews also. In some communities group meetings are often the only way to elicit the type of information you seek from community members. Reasons for this exist within community customs that frown on Indians acting presumptuously in an individual decision making process which might affect the total community.

D. Suggestions for Developing Alternative Methods

Because communities differ so greatly it is not easy to standardize any method of securing information in order to define priorities for programming. Your ultimate concern is to find out how your program can best serve the people in your community. Because of unique community situations, surveys, interviews and questionnaires are not always advisable. It is difficult to advise specifically what to do in any specific situation. In order to determine how you can get the data you need, you must employ the counsel of a community committee. Through discussing your program objectives with your committee it will be possible to determine areas of concern related to data collection processes which will/will not work, etc. Eventually after much trial and error discussion you should be able to determine the most suitable process.

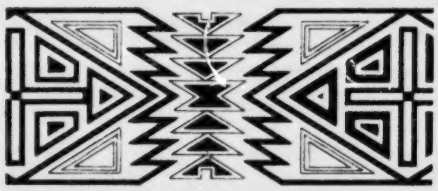
V. RECOMMENDED READINGS AND RESOURCES

A great deal of the information for this article has been taken from the National Indian Education Association's Library Project annual reports. Also a great deal of information was taken from the Appalachian Adult Education Center's Community Survey Guide. These two excellent sources must be listed as "must" readings and resources for your project.

Community Survey Guide for Assessment of Community Informa-

tion and Service Needs. Appalachian Adult Education Center, Bureau of Research and Development, Morehead State University, Morehead, Kentucky. Pricilla Gotsick, Library Services Specialist.

A Design for Library Services for Indian Communities, The National Indian Education Association's Library Project (Grant Number OEG-0-71-4564, Library and Technology Bureau, U.S. Office of Education) as subcontracted to the Bureau of Field Studies and Surveys, Division of Educational Administration, College of Education, University of Minnesota, St. Paul, Minnesota.



National Indian Education Association
Library Service Guides

0. Guide to Funding Sources for American Indian Library and Information Services.

1. Working with Indian Communities and Agencies to Establish Indian Library Services.

2. Working with Library Agencies to Establish Indian Library Services.

3. Initial Organization and Staffing Patterns for Indian Library Services.

4. Alternatives to Standard Classification and Cataloging for Indian Libraries.

5. Urban Indian Library Services.

6. Adult Education and Indian Libraries.

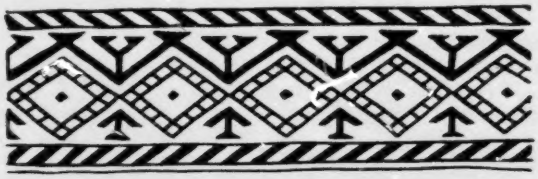
7. Promoting Indian Library Use.

8. Locally Generated Information and Referral Services in Indian Libraries.

9. Assessing Information Needs in the Indian Community.

10. Materials Selection for Indian Libraries.

11. In-Service Training in Indian Libraries.



Appalachian Adult Education Center
Library Service Guides
Selected Titles

Using Pamphlets with Disadvantaged Adults.

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